

National School Reform Agreement

Western Australia Bilateral Agreement: 2022 Progress Report

National School Reform Agreement – Bilateral Agreement Report – WA – 2022

Executive Summary

In 2022, Western Australia continued to meet its Bilateral Agreement commitments as part of the *National School Reform Agreement (NSRA)*. The State's public, Independent and Catholic school sectors worked collaboratively, supporting school principals, teachers, and other support staff to continue progressing and implementing Western Australia's agreed reform actions in 2022 while still contending with the challenges posed by the COVID-19 pandemic.

The ongoing commitment to excellence and equity by school staff across the State ensured that all Western Australia's students were supported to learn and achieve their best, feel engaged and connected to their school, and continue to develop the knowledge, skills, and capabilities they will need for post-school education, training and modern workplaces.

In 2022, all agreed reform actions have been completed or are on track.

Progress Against Each Reform Direction

Reform Direction A - Support students, student learning and achievement

Improving student engagement and wellbeing in schools

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Improved strategies to support positive behaviour consulting with key stakeholders, training for staff, changes to departmental policies, a positive parenting program for early intervention and a youth forum.	All sectors	Ongoing	<p>Public schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> Free <u>Triple P</u> (Positive Parenting Program) seminars continued to be offered to parents of students in the early years of school and those transitioning into secondary schooling. The number of School of Alternative Learning Settings (ALS) sites increased from 4 to 11, supporting students with violent or aggressive behaviour to develop positive behaviour change and transition back to school or into a long-term education program.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • A review of the Student Behaviour in Public Schools Policy and Procedures commenced, with changes to be implemented in 2023. <p>Catholic schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • All Catholic Education Western Australia (CEWA) staff had access to the 6-hour Neurobiology of Trauma training delivered by the Australian Childhood Foundation. • The evidence-based Strategic Wellbeing Framework continued to be inducted across CEWA schools – 100% coverage. • Team Teach training delivered as requested and required by schools. • Behaviour guidelines under close consultation with schools and scheduled to be implemented in 2023. • Second behaviour consultant to assist schools position created for 2023.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Purposeful initiatives in schools to note student voice to guide policy development. <p>Independent schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Team Teach was delivered to 145 front-line staff in 9 schools. This includes remote Aboriginal community schools, rural schools and CaRE (Curriculum and Re-engagement in Education) schools. • Over 400 staff at 62 schools participated in either professional development or one-on-one consultation on behaviour related concerns. This ranged from Emotional Regulation in Early Childhood to Adolescent Attention Deficit Hyperactivity Disorder (ADHD). • Behaviour engagement project with 20 staff across 7 schools to build capacity of staff in writing behavioural policies.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Increase beginning teacher expertise in developing positive behaviour and incorporate de-escalation training into the Graduate Teacher Program.</p>	<p>All sectors</p>	<p>Ongoing</p>	<p>Public schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Mandatory training in de-escalation and positive handling of aggressive behaviour for all graduate teachers employed in public schools continued. <p>Catholic schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • The Early Career Teaching (ECT) Program includes modules on promoting and reinforcing positive student behaviours to create safe learning environments. In 2022, 95% of early career teachers were involved in the program. • A dedicated consultant continues to be involved in the program and liaises closely with CEWA's wellbeing team. • As part of the ECT Program, experienced classroom practitioners are appointed as mentors –

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>including training – with a focus on classroom behavioural management and including students with specific needs.</p> <ul style="list-style-type: none"> ECT training in Kimberley schools in particular supported positive behaviours amongst Aboriginal students. <p>Independent schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> The Association of Independent Schools of Western Australia (AISWA) School Psychology Service delivered training and mentor support to 34 beginning teachers on classroom positive behaviour, regulation and de-escalation.
Deliver professional learning to support student health and wellbeing in schools.	All sectors	Ongoing	<p>Public schools</p> <p>Ongoing</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • A range of professional learning opportunities were provided to teachers, school leaders and other community members working with young people, to increase their capacity to support student health and wellbeing, including: <ul style="list-style-type: none"> – Gatekeeper Suicide Prevention training to 1,035 school staff. – Youth Mental Health First Aid training to 482 school staff. • Student Services online professional learning was published in 2022 and is available to all staff. <p>Catholic schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Professional learning continued to be delivered within the context of the new Student Wellbeing Strategic Framework.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Partnership with U R Strong provided student connectedness and peer relationships training to 23 schools. • In partnership with Berry Street Education, a 4-day training course was delivered to 50% of CEWA schools on trauma informed practices. • Personalised training in ‘Why Wellbeing’ and strength-based education delivered across multiple schools. • Gatekeeper Suicide Prevention training and Youth Mental Health First Aid training continued to be delivered to schools. <p>Independent schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Youth Mental Health First Aid, Conversations about Suicide, and Conversations about Non-Suicidal Self-Injury courses were delivered to staff from 62 schools.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Staff from 21 schools participated in Gatekeeper Suicide Prevention training. Many Independent school staff also attended cross-sector Gatekeeper courses held in partnership with CEWA and the Department of Education under the Mental Health Commission School Response Program. • School psychologists provided training directly to schools on trauma aware practice and other mental health and wellbeing topics. • A new pilot project in 10 schools to implement whole-school wellbeing planning. • Professional learning was provided on best practice wellbeing approaches to staff across 61 schools and bespoke support to staff across 15 schools. • A wellbeing network was established providing access to professional learning support and resources.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Publish planning guides and fact sheets for schools and their communities to reduce bullying and violence.	All sectors	Ongoing	<p>Public schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> Schools continued to access online resources to assist them to implement processes to manage and reduce bullying. A review of the Student Behaviour in Public Schools Policy and Procedures commenced. <p>Catholic schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> Wellbeing Framework implemented in all schools, includes specific reference to bullying and violence. Child Safe Framework implemented in all schools including in situ and centrally delivered professional learning. Development in 2022 of behaviour guidelines including management of bullying, for implementation in 2023.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Resources on anti-violence distributed to all schools. <p>Independent schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Schools continued to have access to information, resources and support regarding the prevention of bullying and violence in schools. • Schools have ongoing access to a ‘bank’ of wellbeing resources, and provision of bespoke support to support student mental health and wellbeing.
<p>Deliver professional learning to promote improved student health, well-being, and engagement in schooling.</p> <p>Share successful models of student engagement programs across schools and regions.</p>	<p>All sectors</p>	<p>2019 (early mid) to 2020</p>	<ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Publish planning guides and fact sheets for schools and communities to support re-engagement programs.	All sectors	2019 (early mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020.

Improving classroom practice and virtual learning opportunities

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Deliver professional learning for the Vision for Learning and Five Teacher Practices to ensure consistency of approach across the system in classroom practice.	Catholic schools	2019 (late) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Continue to design and develop ViSN (virtual learning platform) extending the range of subjects available to Year 11 and 12 students and extending the number of enrolments.	Catholic schools	2019 to 2020	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

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Senior secondary transition

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Investigating university pathways, and trialling and implementing portfolio entry into university to evaluate the effectiveness pathways and outcomes for students in the first year of university.	Independent schools	2019 (late) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020.
Contribute to national effort and discussion regarding the review of senior secondary education, pathways to work, further education and training and consideration of prerequisites for university entry.	All sectors	2019 (early – mid) onwards	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

General Capabilities (Australian Curriculum)

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Enhance the focus on General Capabilities, as outlined in the Australian Curriculum, for the various learning areas.	All sectors	2018 to 2020	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Continue to support the use of formative assessment tools, such as Brightpath.	All sectors	2018 to 2020	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

Reform Direction B – Support teaching, school leadership and school improvement

New Public School Review Process

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Public School Review (PSR) will provide assurances to the Minister, Director General and school communities that public schools are operating effectively and delivering high quality education to its students.	Public schools	2018 to 2023	<p>Implemented and ongoing.</p> <ul style="list-style-type: none"> One hundred and fifty-two PSRs were conducted in 2022. The review schedule was impacted by pauses in Public School Reviews during Term 2, 2022, in response to COVID19, while schools prioritised continuity of teaching and learning provision.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>School principals, in collaboration with school staff, will critically assess data and other evidence related to student achievement and school operations, as a basis for decisions about the actions required to maximise achievement across all student cohorts, including priority equity cohorts.</p>	<p>Public schools</p>	<p>2018 to 2023</p>	<p>Implemented and ongoing.</p> <ul style="list-style-type: none"> • School and student data systems continued to be maintained and enhanced to support public schools with key data and analytics for self-assessment and reporting, including regional analytics. • Public schools continued to assess their performance against the 5 domains of the School Improvement and Accountability Framework, in addition to student achievement and progress.
<p>Public schools will undertake and submit a school self-assessment using an educative electronic school assessment tool (ESAT) that provides verifiable judgments about student achievement and school operations.</p>	<p>Public schools</p>	<p>2018 to 2023</p>	<p>Implemented and ongoing.</p> <ul style="list-style-type: none"> • All 152 schools that underwent a PSR conducted a school self-assessment using the ESAT.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Public schools will make student achievement, both academic and non-academic, the central priority of school self-assessment, including a focus on priority equity cohorts, where applicable.	Public schools	2018 to 2023	Implemented and ongoing. <ul style="list-style-type: none"> The PSR process continues to validate the school's effectiveness in creating and sustaining the conditions for student success, including for priority equity cohorts.
Performance validation will be identified through a subsequent report that includes the school's responsiveness to key elements of school effectiveness and will reflect the school's compliance with corporate reporting requirements.	Public schools	2018 to 2023	Implemented and ongoing. <ul style="list-style-type: none"> Reports on performance were provided to all 152 schools that underwent a PSR.
All public schools will be reviewed on a continuing three-year cycle using both system and school-based information	Public schools	2018 to 2023	Implemented and ongoing. <ul style="list-style-type: none"> At the end of 2022, 770 (95%) of the State's 812 public schools have been reviewed.
A PSR implementation review will be undertaken at the conclusion of 2021 (i.e., first year of cycle).	Public schools	2018 to 2023	Deferred to 2023.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Following a review, a new PSR process was introduced from Term 3, 2020. • The 2021 planned review of the implementation of the process was deferred to 2023 to enable the PSR team to focus on conducting PSRs temporarily delayed by the impacts of COVID-19 on schools during 2020 to 2022.

Support for school leaders

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Improved talent identification and selection through better-targeted and differentiated leadership development and support programs.	Public/Catholic schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Introduction of a new leadership talent identification process. Review principal selection processes and trial alternative resources.	Public schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Implement self-assessment development analysis using the Principal Performance Improvement Tool.	Public and Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2021 and activities will be ongoing.
Introduction of a new leadership program where aspiring leaders are encouraged to self-select into the relevant programs.	Public and Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Develop and implement a 'Transition Support program' for new principals	Public and Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Support for the 'WA Public School Leadership Strategy 2018-2021' that will comprise 10 projects, with each of these projects having a focus on supporting leaders from diverse backgrounds and different school contexts. One project has as its explicit focus a suite of early identification and development opportunities tailored for Aboriginal people who aspire to school leadership.</p>	Public schools	2018 to 2021	<ul style="list-style-type: none"> • Nine of the 10 projects have been implemented. • The following project was delayed due to COVID19 and is due to commence early in 2023: Leading cultures of teaching excellence.
<p>Implement the 'Aspirant Aboriginal Leaders' project that includes the Department co-developing:</p> <ul style="list-style-type: none"> • an aspirant Aboriginal statement with key stakeholders, current and aspirant Aboriginal leaders; • a suite of development opportunities with Aboriginal leaders, including a career pathway program that is specifically targeted to the needs of aspirant Aboriginal leaders; and 	Public schools	2018 to 2021	<ul style="list-style-type: none"> • N/A - completed in 2021 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> a mentoring and coaching support structure contextualised to support aspirant Aboriginal leaders. 			
Enhance the Leadership Development program focused on 'Building Cultures of Teaching Excellence'.	Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2021 and activities will be ongoing.
Introduction of the Lead Principal role to ensure all principals receive professional and personalised support from a highly credible colleague.	Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Early Career Teachers program to provide opportunities for teachers in their first and second year of practice to network and develop their capabilities	Independent/Catholic schools	2019 (early/mid)	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Implement the School Climate Survey to provide leaders with information regarding the cultural climate of their organisation.	Catholic schools	2019 (early/mid)	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

Recruitment and management of staff in remote areas

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Development of professional teaching and leadership networks in remote schools across regions and sectors via remote school conferencing, social media, and video conferencing.	Independent schools	2019 (mid/late) to 2020 (mid)	<ul style="list-style-type: none"> N/A - completed in 2019 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Establishment of a process for remote teachers and leaders to undertake the certification at Highly Accomplished and Lead Teacher level.	Independent schools	2019 (mid/late) to 2020 (mid)	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

Teacher workforce

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Support national discussion and effort related to initial teacher education and the teacher workforce, including future arrangements to contribute to the Australian Teacher Workforce Data Strategy.	All sectors	2019 (mid/late) onwards	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

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Aboriginal Cultural Standards Framework

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Provide professional learning and evidence-informed resources to increase the capacity of teachers to embed Aboriginal histories, cultures and languages into their classroom practice.</p>	<p>Public schools</p>	<p>Ongoing</p>	<p>Ongoing</p> <ul style="list-style-type: none"> • The Department continued to provide professional learning, advice and guidance to build the cultural responsiveness of staff, driven by the Aboriginal Cultural Standards Framework. • In 2022, the Department delivered 44 professional learning workshops to 2,367 principals, teachers, undergraduate teachers, Aboriginal and Torres Strait Islander education officers, graduate school psychologists, central and regional office staff, and external providers to support the creation of culturally responsive schools. • Professional learning provision was impacted by COVID-19 restrictions during 2022.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> An online self-paced Culturally Responsive Pedagogies professional learning course was designed and will be launched in 2023. New Teaching for Impact resources were developed as part of the Quality Teaching Strategy.
<p>Undertake case studies with a sample group of schools, in a range of contexts to capture promising practices on the use of the Framework in their local context, for sharing across schools and networks. The case studies will be used to inform the Department’s approaches to supporting schools with implementation.</p>	Public schools	Ongoing	<ul style="list-style-type: none"> N/A - completed in 2021 and activities will be ongoing.
<p>Provide targeted support to build the capability of school leaders to use the Framework to develop and sustain an individual and school-wide focus on improving the participation, engagement and</p>	Public schools	Ongoing	<p>Ongoing</p> <ul style="list-style-type: none"> The Department continued to provide professional learning, advice and guidance for teachers, school leaders and other Department staff to develop their

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
achievement of Aboriginal students and drive improvement planning.			<p>understanding of the Aboriginal Cultural Standards Framework and creating culturally responsive classrooms.</p> <ul style="list-style-type: none"> The Culturally Responsive School Leadership program for public school principals commenced in Semester 2, 2022.
Implement the Transforming Lives strategy to 'close the gap' between the achievement and retention of Aboriginal students and their non-Aboriginal peers.	Catholic schools	2019 to 2020	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Investigate opportunities to extend Cultural Competency online professional development from initial trial with Catholic Education Western Australia (CEWA) office staff to all state-wide CEWA employees.	Catholic schools	2018 to 2019 (early)	<ul style="list-style-type: none"> N/A - completed in 2019 and activities will be ongoing.

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Science, Technology, Engineering & Maths (STEM)

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Professional learning and the levels of teaching resources are being enhanced through service arrangements with SciTech to build capacity of teachers to implement STEM education.	Public schools	2018 to 2021	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Targeted program for low socio-economic schools to build STEM interests, aspiration and capability in STEM	All sectors	2018 to 2019	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Develop a 'Pick and Buy' list of endorsed resources to support STEM programs in schools.	All sectors	2018 to 2019	<p>Public schools</p> <ul style="list-style-type: none"> N/A - completed in 2019 and activities will be ongoing. <p>Catholic schools</p> <ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing. <p>Independent schools</p>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Publish advice on age-appropriate pedagogy, skills and capabilities for STEM and on-line resources, including KodeKLIX.	All sectors	2018 to 2019	<ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

Reform Direction C – Enhancing the national evidence base

Nationally Consistent Collection of Data for Students with Disability (NCCD)

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Reporting in a nationally consistent manner on students with disability and the adjustments these students receive to enable schools to evaluate their learning and support systems.	All sectors	2019 to 2023	<p>Public schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> School staff continued to be provided with professional learning on the phases of the National

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Consistent Collection of Data (NCCD) with Introduction, Moderation and Review sessions hosted online.</p> <ul style="list-style-type: none"> 564 staff have completed the Department’s self-paced online module on supporting students with an imputed disability under the NCCD since it was made available in May 2021. <p>Catholic schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> School leadership and teaching staff were provided with professional learning on the NCCD in 2022, which included a full-day regional professional learning and moderation session (8 schools), individual whole-school professional learning (8 schools) and NCCD information webinar (135 participants). Professional learning continued to be promoted through the NCCD portal e-learning modules.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The NCCD Guidelines 2022 were promoted to schools to support accurate data reporting. • NCCD data continued to be analysed to highlight trends and significant data variations of individual schools and system wide. The analysis informed and guided follow-up discussions and further professional learning for individual schools. <p>Independent schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • NCCD information and professional learning continued to be provided to school leaders and teachers through webinars, face-to-face sessions and the e-learning modules on the NCCD portal. • The 2022 NCCD guidelines were promoted to schools. • 2021 NCCD data was used to support schools on specific matters and for targeted professional learning.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Teachers make evidence-based decisions about the level of adjustment being provided for each student with disability, and the broad category of disability, to achieving quality teaching for all students.</p>	<p>All sectors</p>	<p>2019 to 2023</p>	<p>All sectors</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Online professional learning and supporting materials specific to the Western Australian context continued to be delivered. • Moderation sessions for all school settings continued to be delivered to increase consistency of understanding and reliability of teacher’s professional judgments.
<p>Regular collection of data to assist with the evaluation and adjustments to learning and support systems.</p>	<p>All sectors</p>	<p>2019 to 2023</p>	<p>All sectors</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Guidance materials and professional learning continued to be provided to support schools with data collection, reporting processes and evaluation of adjustments.

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Enhancing the evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Contribute to national discussion and efforts relating to a national unique student identifier, an independent national evidence institute, and improving national data quality, consistency, and collections.</p>	<p>All sectors</p>	<p>Life of the Agreement</p>	<p>Public schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • The Department was represented on national working groups, including for the development of the unique student identifier (USI), Online Formative Assessment Initiative, post school destinations, student attendance reporting, interstate student data transfer and major national data quality, collection and reporting endeavours such as the National School Statistics Collection and Report on Government Services. • Representatives were participants in the School Policy Group and the Australian Curriculum, Assessment and Reporting Authority's National Assessment, Data and Reporting Reference Group

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>(NADAR) and the Annual National Report (ANR) Working Group.</p> <p>Catholic schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • CEWA continues to collaborate on this policy initiative. • All CEWA schools are now on a common data platform which will ensure a systemic rollout when implemented. <p>Independent schools</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Continued to regularly consult with and provide feedback to national data initiatives through Independent Schools Australia. • Continued to be represented on various national committees and working groups, as well as state-

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			wide cross-sectoral groups related to national data improvements.